

TRG Social Studies Pacing Guide Alignment with Common Core Standards

Sixth Grade

General Knowledge, Processes, & Skills Reached throughout Year

General Social Studies knowledge—embedded in sixth grade standards and expectations and used throughout the course of study.

HISTORY

- 6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
- 6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.
- 6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.
- 6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

GEOGRAPHY

- 6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
- 6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
- 6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
- 6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- 6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

PLACES AND REGIONS

- 6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- 6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
- 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
- 6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

PHYSICAL SYSTEMS

- 6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
- 6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
- 6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

HUMAN SYSTEMS

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- 6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, and international migration).
- 6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).
- 6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

GLOBAL ISSUES PAST AND PRESENT

- 6 – G6.1.1 **Contemporary Investigations** – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Public Discourse, Decision Making, and Citizen Involvement

- 6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.
- Identify public policy issues related to global topics and issues studied.
 - Clearly state the issue as a question of public policy orally or in written form.
 - Use inquiry methods to acquire content knowledge and appropriate data about the issue.
 - Identify the causes and consequences and analyze the impact, both positive and negative.
 - Share and discuss findings of research and issue analysis in group discussions and debates.
 - Compose a persuasive essay justifying the position with a reasoned argument.
 - Develop an action plan to address or inform others about the issue at the local to global scales.
- 6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.
- 6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Month: September

| Theme/ Big Idea | Code & Content Expectations (Disciplinary Knowledge) | Essential/ Focus Questions | Teaching Strategy | Assessment | Vocabulary | Resources | Board Objectives |
|--------------------|---|---|----------------------|--|--|---|---------------------|
| Era I | <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). G6C1</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> | <p>What is the difference between hunter-gatherer societies and pastoral nomads?</p> <p>What was the Agricultural Revolution?</p> | | <p>Write a journal entry on a day in the life of a person living in Paleolithic times.</p> <p>Create a simple tool that could be used by a Paleolithic person.</p> | <p>Agricultural Revolution</p> <p>archaeologist</p> <p>artifact</p> <p>DNA analysis</p> <p>domesticate</p> <p>fossil</p> <p>historian</p> <p>hunter-gatherer</p> <p>irrigation</p> <p>Neolithic</p> <p>nomad</p> <p>Paleolithic</p> <p>pastoral nomad</p> <p>radiocarbon</p> <p>dating</p> <p>specialization</p> | <p>textbook</p> <p>Internet</p> <p>www.google.com</p> <p>www.edhelper.com</p> <p>www.teach-nology.com</p> <p>museum fieldtrip</p> | |

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| | <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.</p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.</p> <p>7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).</p> <p>7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).</p> <p>7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> | | | | technology | | |
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Month: October

| Theme/ big Idea | Objectives | Essential/Focus Questions | Teaching Strategies | Assessment | Vocabulary | Resources | Board Objectives |
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| <p>Era II</p> | <p>7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</p> <p>7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).</p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). G6C1</p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.</p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).</p> <p>7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture</p> <ul style="list-style-type: none"> • verbal vocalizations • standardization of physical (rock, bird) and abstract (love, fear) words • pictographs to abstract writing (governmental administration, | <p>What is cultural diffusion?</p> <p>What rivers did the earliest civilizations develop along?</p> | | <p>Create a timeline of one of the following civilizations:</p> <ul style="list-style-type: none"> • Mesopotamia • Egypt • China • Indus River Valley <p>Write a newspaper article about the daily lives of ancient Egyptians.</p> <p>Write a persuasive essay explaining which of the civilizations has had the most impact on civilization today.</p> | <p>artisans city-state cuneiform deities embalming empire hieroglyphics Mesopotamia Middle Kingdom mummification New Kingdom Old Kingdom papyrus pharaoh pictograph pyramids scribes Sumer surplus tribute</p> | <p>textbook</p> <p>Internet www.earth.google.com</p> <p>Power Point presentation</p> <p>maps</p> <p>globes</p> | |
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| | <p>laws, codes, history and artistic expressions)</p> <p>7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).</p> <p>7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</p> <p>7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).</p> <p>7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> | | | | | |
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Month: November

| Theme/ Big Idea | Objectives | Essential Questions | Teaching Strategy | Assessment | Vocabulary | Resources | Board Objectives |
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| Africa | <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).</p> <p>7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia)</p> | <p>What bodies of water surround Africa?</p> <p>What are the regions of Africa?</p> <p>Can you describe the different climates of Africa?</p> <p>What factors influence climate in Africa?</p> <p>What is cultural diffusion?</p> <p>What natural</p> | | <p>Label the physical features of Africa on a hand-drawn map.</p> <p>Create a Venn diagram comparing and contrasting two of the four regions in Africa.</p> | <p>apartheid</p> <p>cash crops</p> <p>cataracts</p> <p>civilization</p> <p>colonialism</p> <p>commercial farming</p> <p>cultural diffusion</p> <p>culture</p> <p>death rate</p> <p>delta</p> <p>diversify economy</p> <p>Great Rift Valley</p> <p>imperialism</p> <p>indigenous</p> <p>irrigation</p> <p>life expectancy</p> <p>literacy</p> <p>migrate</p> | <p>textbook</p> <p>maps</p> <p>Internet</p> <p>www.earth.google.com</p> <p>www.teach-nology.com</p> <p>Jr. Scholastic</p> <p>United Streaming</p> <p>www.unitedstreaming.com</p> | |

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| <p>and China).</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China’s humid east and arid west and the effects of irrigation technology).</p> <p>7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</p> <p>7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).</p> <p>7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers)</p> <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</p> <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p> <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).</p> <p>7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the</p> | <p>resources are found in Africa?</p> | | | <p>Namib and Kalahari nomad oasis Sahara Desert Sahel savanna Serengeti slavery subsistence farming Swahili</p> | | |
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| | <p>Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).</p> <p>7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</p> <p>7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p> | | | | | | |
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Month: December

| Theme/ Big Idea | Objectives | Essential Questions/ Scaffold | Teaching Strategy | Assessment | Vocabulary | Resources | Board Objectives |
|------------------------------|---|--|-------------------|--|--|--|------------------|
| Australia and Oceania | <p>7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</p> <p>7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</p> <p>7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).</p> <p>7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</p> <p>7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration</p> | <p>How did people settle Australia and New Zealand?</p> <p>What are some key aspects of Australia's economy?</p> | | <p>Draw a comic strip of the history of how people settled Australia and New Zealand.</p> <p>Create a flow chart or diagram of important exports of Australia.</p> | <p>Aborigine artesian well atoll Auckland Canterbury Plain coral Easter Island fiord geyser Great Barrier Reef Great Dividing Range high island low island Maori marsupial Melanesia Micronesia Outback Papua New Guinea penal colony Polynesia station tectonic plate</p> | <p>textbook diagrams/flow charts maps Internet www.earth.google.com www.edhelper.com National Geographic Magazines Scholastic News</p> | |

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| <p>within the European Union, free trade, and cultural impacts such as a multi-lingual population).</p> <p>7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).</p> <p>7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</p> <p>7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</p> <p>7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</p> <p>7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</p> <p>7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).</p> <p>7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).</p> <p>7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</p> | | | | | | |
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Month: January

| Theme/Big Ideas | Objectives | Essential/Focus Questions | Teaching Strategy (our current performance indicator) | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| Big picture of Western Hemisphere | <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> | <p>How do geographers use mapping to represent places and human phenomena in the world?</p> <p>Where are the major regions of the western hemisphere in relation to the United States?</p> <p>How do the five themes of geography relate to the international issues in the western hemisphere?</p> | | <p>Chapter test</p> <p>Achievement Series</p> | <p>absolute location</p> <p>bay</p> <p>butte</p> <p>canyon</p> <p>cape</p> <p>cartographer</p> <p>cataract</p> <p>citizen</p> <p>cliff</p> <p>color</p> <p>compass rose</p> <p>continent</p> <p>culture</p> <p>culture region</p> <p>culture trait</p> <p>desert</p> <p>economics</p> <p>equator</p> <p>flood plain</p> <p>geography</p> <p>glacier</p> <p>government</p> <p>graph</p> <p>history</p> <p>interdependence</p> <p>island</p> <p>labels</p> | <ul style="list-style-type: none"> World Cultures and Geography – Western Hemisphere and Europe, McDougall Littell 2005 Latin America and Canada, MacMillan/McGraw-Hill, 1992 Dill, Bonnie. Teaching the Five Themes of Geography. Frank Schaffer Publications, 1994 Aten, Jerry. Understanding Our World through Geography. Good Apple Publications, 1991 Fischer, Max W. Geography Simulations. Teacher Created Materials, 1999 Chexney & Capone. The Map Corner. Good Year Book, 1983 Five Themes of Geography poster. Poster Education Company. 1-800-858-0969 Classroom Atlas Fischer, Max W. Geography Simulations. Teacher Created Materials, 1999 Jasmine, Grace. Nader, Lillian. Cooperative Learning Activities for Social Studies. Teacher Created Materials, Inc., 1995. www.okemoschools.net/education/ Teaching the Five Themes Instructional Fair. T.S. Denison, Grand Rapids, MI 49544 Almanacs Geographical Dictionary | <p>Describe how geographers use mapping to show places and human populations to the world.</p> <p>Draw a sketch map from memory of the Western Hemisphere's major regions.</p> <p>Explain challenges that governments face and why cooperation is needed from other countries.</p> |

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| | | | | | latitude legend lines of latitude lines of longitude longitude map map projection mesa migrate mountain mouth North Pole oasis physical maps plateau political maps prairie prime meridian relative location river scale scarcity sea level South Pole steppe strait swamp symbols thematic maps time line title Tropic of Cancer Tropic of Capricorn valley volcano | http://www.micitizenshipcurriculum.org/ Five Themes Poster | |
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Month: February

| Theme/Big Ideas | Objectives | Essential/Focus Questions | Teaching Strategy (our current performance indicator) | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| Big picture of US and Canada | 6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world. | How has the early migrations of nomadic people progressed into modern agricultural settlements? | | Chapter test Achievement Series | climate desert economy erosion forest glacier | <ul style="list-style-type: none"> www.nationalgeographic.com Teaching the Five Themes Instructional Fair. T.S. Denison, Grand Rapids, MI 49544 | Describe how geographers use mapping to show places and human populations to the world. Draw a sketch map from memory of |

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| Units 2 & 3 | <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</p> <p>6 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>6 – W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).</p> <p>6 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</p> <p>6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral and small scale agricultural ways of life in different parts of the Western Hemisphere.</p> <p>6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</p> <p>6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural</p> | Can you describe the physical geography of the United States and Canada through the 5 themes? | | | <p>grassland landforms polar/tundra precipitation rain forest river system Sacagawea vegetation weather</p> | <p>www.pppst.com</p> <p>www.edhelper.com</p> <p>www.teachnology.com</p> <p>www.linkstolearning.com</p> <p>www.globalclassroom.org</p> <p>www.socialstudiesforkids.com</p> <p>www.enchantedlearning.com</p> <p>Five Themes Poster</p> | <p>the Western Hemisphere's major regions.</p> <p>Explain challenges that governments face and why cooperation is needed from other countries.</p> <p>Describe the early migrations of people between the Earth's continents.</p> <p>Examine the lives of people during the hunting and gathering eras.</p> <p>Describe the change from hunter/gatherers to farming.</p> <p>Describe the importance of the natural environment in the making of settlements.</p> <p>Explain the impact of the American Revolution.</p> |
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| | resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest). 6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor). | | | | | | Explain how the environment favored hunter gatherer, pastoral and small scale agricultural ways of life in different parts of the Western Hemisphere. Describe how the invention of agriculture led to farming civilizations. Use multiple sources to describe how the culture of early people reflected the resources available. Use evidence to define characteristics of early nomads. |
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Month: March

| Theme/Big Ideas | Objectives | Essential/Focus Questions | Teaching Strategy (our current performance indicator) | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| In depth picture of US | <p>6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> | <p>What values and beliefs have influenced the history, government, economics, and culture of the United States?</p> <p>How are technological advances reflective of United States interdependence?</p> | | Chapter test Achievement Series | <p>Anasazi Bill of Rights citizenship competition constitutional amendment consumer democracy equal opportunity factors of production federal government free enterprise GDP globalization</p> | <p>www.pppst.com www.edhelper.com www.teachnology.com www.linkstolearning.com www.globalclassroom.org www.socialstudiesforkids.com www.enchantedlearning.com http://www.micitizenshipcurriculum.org</p> | <p>Describe the environmental effects of human interactions.</p> <p>Describe how the differences in technology affect human interactions</p> |

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| | <p>6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> | | | | immigrant limited government market economy patriotism political process profit republic technology unlimited government US constitution value | <ul style="list-style-type: none"> • www.nationalgeographic.com <p>Five Themes Poster</p> | <p>with the environment.</p> <p>Identify the ways in which human actions in one environment can affect another.</p> <p>Analyze differences between a democracy and a dictatorship.</p> <p>Compare and contrast a military dictatorship to a representative democracy.</p> |
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Month: April

| Theme/Big Ideas | GLCEs | Essential/Focus Questions | Teaching Strategy | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| In depth picture of US | <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American</p> | <p>What values and beliefs have influenced the history, government, economics, and culture of the United States?</p> <p>How are technological advances reflective of United</p> | | <p>Chapter test</p> <p>Achievement Series</p> | <p>Anasazi</p> <p>Bill of Rights</p> <p>citizenship</p> <p>competition</p> <p>constitutional amendment</p> | <p>www.pppst.com</p> <p>www.edhelper.com</p> <p>www.teachnology.com</p> | <p>Give examples of how countries work together for mutual benefits.</p> |

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| <p>States (OAS), United Nations (UN)).</p> <p>6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p> <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, and international companies).</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p> | <p>States interdependence?</p> | | | <p>consumer democracy equal opportunit y factors of production federal governmen t free enterprise GDP globalization immigrant limited governmen t market economy patriotism political process profit republic technology unlimited governmen t US constitutio n value</p> | <p>www.linkstolearning.com</p> <p>www.globalclassroom.org</p> <p>www.socialstudiesforkids.com</p> <p>www.enchantedlearning.com</p> <p>http://www.micitizenshipcurriculum.org/</p> <p>Five Themes Poster</p> | <p>Explain how incentives vary in different economic systems.</p> <p>Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere.</p> <p>Diagram or map the movements of a consumer product from where it is manufactured to where it is sold.</p> <p>Explain how technology has affected where and how people work.</p> <p>Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production?</p> |
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Sixth Grade *Social Studies Pacing Guide*

Month: May

| Theme/Big Ideas | Objectives | Essential/Focus Questions | Teaching Strategy | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| The people, government, economy of Canada. | <p>6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega-cities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> | How have the people, government, and economy of present-day Canada been influenced by its geography and history? | | Chapter test Achievement Series | bilingual constitutional monarchy export first nation francophone import industry multiculturalism national identity parliament Pierre Trudeau prime minister refugee separatist transportation barrier transportation corridor | www.pppst.com www.edhelper.com www.teachology.com www.linkstolearning.com www.globalclassroom.org www.socialstudiesforkids.com www.enchantedlearning.com http://www.micitizenshipcurriculum.org/ Five Themes Poster | Identify places in the Western Hemisphere that have been changed in order to make them suitable for living. Describe patterns of settlement by using historical and modern maps. Describe the environmental effects of human action on the atmosphere. Describe how differences in technology affect human changes to the landscape. |

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| | | | | | | | <p>Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places.</p> <p>Compare and contrast a military dictatorship to a representative democracy.</p> |
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Sixth Grade Social Studies Pacing Guide

Month: June
Unit: Caribbean Islands/ West Indies

| Theme/Big Ideas | Objectives | Essential/Focus Questions | Teaching Strategy (our current performance indicator) | Assessment | Vocabulary/ Concepts | Resources | Board Objectives |
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| In depth description of Caribbean Islands and West Indies. | <p>6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p>6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative</p> | How have historical events affected the political, economic, and cultural development of the Caribbean Islands? | | Chapter test Achievement Series | communism dictator malnutrition Mulatto sugar cane West Indies | www.pppst.com www.edhelper.com www.teachnology.com www.linkstolearning.com www.globalclassroom.org www.socialstudiesforkids.com www.enchantedlearning.com http://www.micitizenshipcurriculum.org/ | <p>Describe the effects humans have on the the environment.</p> <p>Describe how advancements in technology cause changes in in the environment.</p> <p>Describe how changes in one environment can cause changes in another.</p> <p>Describe how human impact on the environment would effect choices we make as citizens.</p> |

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| | <p>democracy such as Canada.</p> <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p> | | | | | | | <p>Describe the purpose of government in various types of governments.</p> <p>Describe a nation-state and how they interact.</p> <p>Describe the characteristics of a dictatorship, democracy, and parliament.</p> <p>Describe the impact if government policy.</p> <p>Describe traditional, command, and market economic systems.</p> |
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